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NEWLY ARRIVED MIGRANT AND REFUGEE CHILDREN IN THE BRITISH EDUCATIONAL SYSTEM

RESEARCH REPORT

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Magda Lopez Rodriguez (Social Policy Research Centre)

A study commissioned by Action for Social Integration



Funded by:

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Action for Social Integration

Action for Social Integration (AFSI) is a registered charity that aims to relieve poverty and prevent social exclusion and to advance social and cultural integration, social justice, inclusion, equality & diversity and to eliminate prejudice, stereotype and discrimination in relation to asylum seekers, refugees and minority ethnic communities from all ethnic backgrounds. AFSI provides advice, guidance and information to children and young people from disadvantaged families and lone parents, mainly black and minority ethnic (BME) communities. The charity works with families and schools to fight against child poverty, and to raise education attainment of school children from BME communities.

The Social Policy Research Centre (SPRC), Middlesex University

The social policy research centre (SPRC) was established in 1990 to provide a focus for research in the social sciences at Middlesex University and supports high quality research of national and international standing. Members of staff are involved in a wide range of projects funded by research councils, the EU, government departments and the major charities. The Centre supports postgraduate research students, including students funded by research councils, and a number of well-established masters programmes. The Centre runs events, including conferences, seminars and short courses. Main areas of interest include: migration, refugees and citizenship; welfare restructuring, governance and risk; urban policy, regeneration and communities; drug and alcohol policy, human security and human rights; tourism policy. For further information and to view reports from our recent research projects visit our webpage: www.mdx.ac.uk/sprc

Introduction

In 2009, **Action for Social Integration** was commissioned by London Councils to implement a four-year programme to improve the educational attainment for African and Caribbean children and young people in Barnet, Enfield and Haringey.

Within this programme, the Social Policy Research Centre (SPRC) at Middlesex University has carried out a small-scale research project aimed at producing a guide for BME and migrant parents of children attending UK schools. The guide provides information to better understand the UK educational system, highlighting what may be different from those of other countries in the world and discussing issues such as language support and parents' involvement.

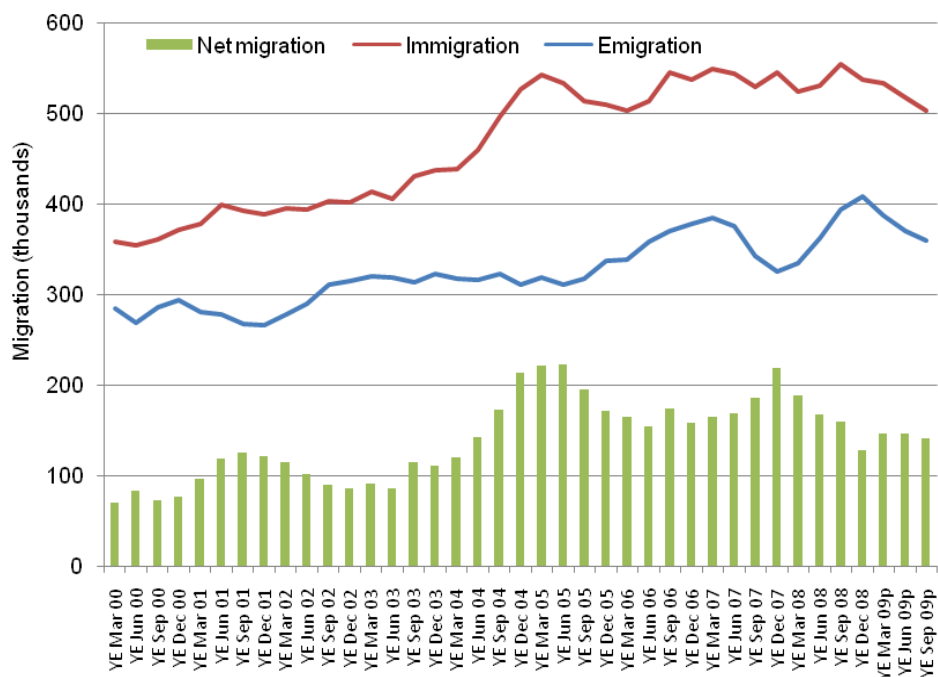
In order to identify the knowledge gaps and the main issues to include in the guide, the research team conducted a series of interviews, as well as an analysis and mapping of existing demographic data. The research findings presented in this report contribute to a better understanding of the key challenges and opportunities facing BME parents and their children in London schools.

Demographic Background¹

Migration and Ethnic diversity in the UK

The overall migration trends to the UK have been relatively stable in the last decade (see figure 1). Between 2000 and 2003 the long term net-migration was estimated around 150,000 people each year. This figure then rose to an average of 180,000 a year between 2004 and 2007, but has been falling since, with 142,000 in the year ending in September 2009. Asylum applications, excluding dependants, were over 70,000 a year in the 1999-2002 period, but have subsequently seen a progressive decrease, with 25,930 applications in 2008 and 24,245 in 2009.

Figure 1 - Long-term international migration



Source: Estimates from the International Passenger Survey

Notes: YE = Year Ending ; p Year includes provisional estimates for 2009.

What these statistics fail to show, however, is the increasing diversity of the migration flows, both in terms of countries of origin and of socio-economic profiles (Sales and D'Angelo 2008²).

¹ More detailed tables from the School Census are available on the Statistical Appendix, see page 31-41

With the opening of China's borders in the mid-1990s, for example, the inflows from mainland China, previously relatively small, have become one of the most significant, including both privileged migrants and those entering 'undocumented'. In the same period the Philippines and South Africa also produced a substantial migration increase. In 2004, with the EU enlargement, citizens of eight East European countries were allowed free access to the UK labour market, with a recorded migration much greater than expected: between May 2004 and June 2008 over 500,000 registered as employees with the Worker Registration Scheme (Accession Monitoring Report, 2008³). Another contributing factor to diversity is the increasing secondary migration of new EU citizens, often of refugee origin, for example Somalis, Congolese, Tamils, Afghanis.

According to the Annual Population Survey, in 2009 over 11% of those living in the UK were born abroad; the top-5 largest groups included India, Poland, Pakistan, Republic of Ireland and Germany (table 1).

Table 1 - UK Residents by Country of Birth (2009)

	thousands	%
UK born	53,981	88.7%
Non-UK born	6,849	11.3%
India	647	1.1%
Poland	520	0.9%
Pakistan	433	0.7%
Republic of Ireland	393	0.6%
Germany	295	0.5%
South Africa	216	0.4%
Bangladesh	202	0.3%
United States of America	189	0.3%
Nigeria	154	0.3%
Kenya	148	0.2%
Others	3,652	6.0%
All people	60,830	100.0%

Source: Annual Population Survey, October to September 2009

These migration patterns, together with the long-established UK ethnic communities, are reflected in the increasing diversity of the UK population in terms of ethnicities, languages, cultures and beliefs. The latest official estimates indicate that almost 10% of the UK population aged 16+ - and about a third of those living in London - are 'non-White'. In particular 2.2% of

² Sales, R., D'Angelo, A. (2008), Measuring Integration? Socioeconomic indicators of third country nationals, MITI (Migrants Integration Territorial Index), UK National Report

³ Accession Monitoring Report, Home Office, London, 2008.

the population are Black or Black British, 2.1% are Indian and almost 2% Pakistani or Bangladeshi (table 2). This traditional ‘ethnic categories’, however, do not capture the variety of groups mentioned above.

Table 2 - Population 16+ by Ethnicity (2009)

	UK		London	
	thousands	%	thousands	%
White	44,611.0	90.4%	4,114.3	66.8%
Mixed	357.7	0.7%	115.3	1.9%
Indian	1,040.3	2.1%	403.2	6.5%
Pakistani / Bangladeshi	913.5	1.9%	264.8	4.3%
Black or Black British	1,110.1	2.2%	646.3	10.5%
Other ethnic group	1,319.5	2.7%	617.8	10.0%
All people	49,352.1	100.0%	6,161.7	100.0%

Source: Annual Population Survey, October to September 2009

Although migrants are still often stereotyped as single workers, coming for a short period of time, a large number of them comes or is joined by children and other family members (Ryan et al, 2009). One of the consequences is the increasing number of children of migrant origin in schools across Britain.

Pupils in England: an increasing diversity

In January 2010 there were around 6.5 million pupils in maintained primary and secondary schools in England. Of these, over 1.5 million were of **‘minority ethnic’ origin** – i.e. their ethnic group has been classified as other than White British (table 3). A decade ago minority ethnic pupils were ‘just’ a fifth of the school population, while in 2004 they were 18%. They now represent 25% of the pupils in England and in particular 25.5% of those in maintained primary schools and 21.4% of those in state-funded secondary schools.

In London the proportion is even higher – 66.7% in primary and 62.1% in secondary schools – and varies significantly across the boroughs. The local authority with the highest proportion of minority ethnic pupils in its primary schools is Newham (91.0%), followed by Brent (88.3%), Tower Hamlets (87.6%) and Hackney (85.4%). In terms of proportion of minority ethnic pupils in secondary schools, the top 4 local authorities are Newham (88.0%), Tower Hamlets (85.8%), Lambeth (82.5%) and Westminster (82.2%).

This ethnic diversity in the population is partially reflected among the teaching staff: in 2004 9% of teachers in England were from a minority ethnic background, in London this figure raises to 31% (source: DES 2005).

Table 3 - Primary and Secondary Schools, Minority Ethnic Pupils (2004-2010)

		England	London	Inner London	Outer London
2004	All pupils	6,736,700	907,300	300,500	606,700
	ME	1,137,300	499,300	221,200	278,000
	ME %	16.88%	55.03%	73.61%	45.82%
2007	All pupils	6,574,570	901,710	296,500	605,210
	ME	1,302,560	538,280	227,810	310,480
	ME %	19.81%	59.70%	76.83%	51.30%
2010	All pupils	6,479,050	939,180	313,470	625,710
	ME	1,518,990	605,380	247,580	357,790
	ME %	23.44%	64.46%	78.98%	57.18%

Note: ME: Minority Ethnic Pupils.

Source: School Census 2004, 2007, 2010

Table 4 - Primary and Secondary Schools, Pupils by Ethnicity (2010)

	England		London	
	#	%	#	%
White	5,174,430	79.9%	418,980	44.6%
White British	4,896,460	75.6%	320,060	34.1%
Irish	21,930	0.3%	7,900	0.8%
Traveller Of Irish Heritage	3,930	0.1%	960	0.1%
Gypsy/ Roma	10,800	0.2%	1,280	0.1%
Any Other White Background	241,310	3.7%	88,800	9.5%
Mixed	253,670	3.9%	77,210	8.2%
White And Black Caribbean	81,210	1.3%	23,840	2.5%
White And Black African	27,520	0.4%	9,770	1.0%
White And Asian	54,040	0.8%	11,820	1.3%
Any Other Mixed Background	90,900	1.4%	31,790	3.4%
Asian	569,140	8.8%	177,720	18.9%
Indian	162,440	2.5%	53,660	5.7%
Pakistani	228,050	3.5%	37,400	4.0%
Bangladeshi	94,520	1.5%	47,570	5.1%
Any Other Asian Background	84,130	1.3%	39,100	4.2%
Black	307,700	4.7%	196,890	21.0%
Caribbean	90,000	1.4%	59,150	6.3%
African	182,350	2.8%	117,270	12.5%
Any Other Black Background	35,350	0.5%	20,470	2.2%
Chinese	24,470	0.4%	6,800	0.7%
Any Other Ethnic Group	86,040	1.3%	47,850	5.1%
Classified	6,415,450	99.0%	925,440	98.5%
Unclassified	63,610	1.0%	13,740	1.5%
All pupils	6,479,050	100.0%	939,180	100.0%

Source: School Census 2010

The Ethnic categories used in the School Census are usually more detailed than the standard, Census-like classification. As shown on table 4, the largest groups in London schools are Black (21%, of which almost two thirds are Black African) and Asians (19%, including Indian, Pakistani and Bangladeshi), but there is also a large number (10.5%) of ‘White other than British’, including Irish, Irish Travellers, Roma and other European groups.

The data on pupils’ **first language** offer further insights on the diversity of schools population, with major implications on the teaching and learning environment.

Overall, there are 896,230 pupils in English primary and secondary schools whose first language is known or believed to be other than English, almost 14% of the total. In London alone, pupils with English as an Additional Language (EAL) are more than 380,000, 40.6% of the total. However, whilst in London this proportion has been relatively stable in the last few years, for the country as a whole it has increased of almost a third from 2004, when EAL pupils were just 10% of the total. This indicates the extent to which new migrants, and migrant families in particular, have scattered across the country much more than in the past. For some schools, this has meant dealing with ethnically and linguistically diverse classes for the first time.

Table 5 - Primary and Secondary Schools, Pupils by First Language (2004-2010)

		England	London	Inner London	Outer London
2004	All pupils	6,736,700	907,300	300,500	606,700
	EAL	678,500	307,600	144,500	163,200
	EAL %	10.1%	33.9%	48.1%	26.9%
2007	All pupils	6,574,570	901,710	296,500	605,210
	EAL	789,790	344,430	153,210	191,220
	EAL %	12.0%	38.2%	51.7%	31.6%
2010	All pupils	6,479,050	939,180	313,470	625,710
	EAL	896,230	381,360	162,470	218,880
	EAL %	13.8%	40.6%	51.8%	35.0%

Note: EAL: Pupils whose first language is known or believed to be other than English.

Source: School Census 2004, 2007, 2010

According to the latest available data (2010), the main language groups in English schools included Urdu (96,610), Panjabi (86,030), Bengali (60,980) and Polish (40,700).

Table 6 - Primary and Secondary Schools in England (2010)
Main languages reported for those pupils whose first language is other than English.

	#	% of all pupils	% of EAL pupils
English	5,563,830	85.9	
Other than English	896,230	13.8	
Urdu	96,610	1.5	10.8
Panjabi	86,030	1.3	9.6
Bengali	60,980	0.9	6.8
Polish	40,700	0.6	4.5
Gujarati	40,550	0.6	4.5
Somali	37,450	0.6	4.2
Arabic	28,040	0.4	3.1
Tamil	20,080	0.3	2.2
French	19,140	0.3	2.1
Portuguese	19,100	0.3	2.1
Turkish	18,570	0.3	2.1
Bengali (Sylheti)	17,450	0.3	1.9
Panjabi (Mirpuri)	14,790	0.3	1.7
Yoruba	14,660	0.3	1.6
Spanish	11,890	0.2	1.3
Others ¹	370,190	0.1	41.3
Unclassified	18,990	0.3	
All Pupils	6,479,050	100	

Source: School Census 2010 (as at January 2010)

Notes: 1. Others including those whose specific language is not provided

School achievement and deprivation

A 2005 report⁴ from the Department of Education and skills highlighted the significant differences in terms of school achievement amongst pupils of different ethnic backgrounds. In particular, whilst Indian, Chinese, White/Asian and Irish pupils are more likely than other ethnic groups to gain five or more A*-C GCSEs; Black Caribbean and White/Black Caribbean pupils are amongst the lower achieving pupils at Key Stage 4. Black Caribbean and other Black boys are also twice as likely to have been categorised as having behavioural, emotional or social difficulty as White British boys. Although numbers recorded in these ethnic categories are small, it is also evident that Gipsy/Roma pupils and Travellers of Irish heritage have very low attainment throughout Key Stage assessments and also much more likely to have identification of special educational needs.

On the other hand, a 2004 survey on Parental Involvement⁵ showed that over half (53%) of parents and carers of minority ethnic children felt very involved with their children's education, a much greater proportion than the 38% of a representative sample of all parents.

Minority Ethnic Children are also more likely to live in low income households: 38% of minority ethnic households are of low income compared to 18% of 'white' households. The highest deprivation rates are amongst Pakistani/Bangladeshi, with 65% of low income households (Source: Family Resources Survey 2002/2003).

⁴ Department of Education and Skills, Ethnicity and Education: The Evidence on Minority Ethnic Pupils, January 2005

⁵ Moon, N. & Ivins, C. (2004) Survey of Parental Involvement 2003/2004, DfES RR589, quoted in DfES 2005 (ibid.)

Methods

The fieldwork was conducted between May – July 2010.

Information about the research and an invitation to participate were sent to Ethnic Minority Achievement (EMA) teams in all London boroughs using our existing networks. In addition, the study was widely promoted at a conference held at Middlesex University (May 2010) which was attended by EMA consultants and teachers from across London and the South East. As a result telephone interviews were carried out with six EMA specialists. In addition, telephone interviews were conducted with staff from a range of primary and secondary schools. These included teachers, a deputy head, an Extended Schools Coordinator and an EAL coordinator. In total, thirteen key informants were interviewed from eight London boroughs (Barnet, Brent, Camden, Ealing, Enfield, Hackney, Lambeth and Southwark). We also interviewed members of an Afghani community organisation and a BME voluntary sector group.

Face to face interviews were carried out with ten parents from a diverse range of ethnic groups including: Afghani, Albanian, El Salvadorian, Indian, Iraqi, Nigerian and Black-British. This is not intended to be a representative sample, but rather a diverse selection of case studies, providing some interesting insight into the issues faced by BME parents. Due to constraints of time and budget it was not possible to conduct any focus groups with parents. However, we have previously facilitated focus groups with Somali and Afghani mothers in Barnet and where appropriate we also draw on those research findings (Ryan et al, 2010)⁶. We also drawn on research we have previously carried on Polish Children in London Primary schools for which we interviewed teachers and parents in four London boroughs (Sales et al, 2009)⁷.

⁶ Louise Ryan, Ludovica Banfi and Eleonore Kofman, (2010) *Muslim Women: Communities, Identities and Aspirations – a study in the London Borough of Barnet* (Middlesex university)

⁷ Rosemary Sales, Louise Ryan, Magda, Lopez Rodriguez, and Alessio D'Angelo (2009) *Polish Children in London Schools: Opportunities and Challenges* London: Social Policy Research Centre, Middlesex University. www.multiverse.ac.uk

Key Findings from Qualitative Data

Changing demography

All the boroughs in which we conducted fieldwork were ethnically diverse and had long established patterns of migration. In several of these boroughs BME groups were not a minority but made up the majority of school pupils. For example, in Enfield the EMA consultant stated that while 44% of the borough population are BME, the percentage among school-age children is over 70%. Hence, in some parts of the borough, such as in Edmonton, BME children make up the majority of the school population. Similarly, in Brent an EMA consultant told us that ethnic minority pupils are '*not the exception they are the norm*'. Thus, she said they are '*part and parcel*' of what schools do every day. Because of this, there are systems in place which can be easily adapted to meet the needs of other newly arrived groups.

However, while ethnic diversity is familiar in many London boroughs, that is not to suggest that such diversity is static and unchanging. All the educational experts we interviewed highlighted that – as we discussed in the previous section - dynamic migration trends have impacted on the schools within their boroughs. An EMA consultant in Enfield observed that the White British population in the borough has declined sharply. Other groups that used to form the main ethnic minorities in the borough such as Greeks and Greek-Cypriots have also declined, she suggests because they have moved out of the area.

In Barnet a primary teacher noted that her school has for many years been 'very mixed', for example 43 languages are spoken. 54% of all pupils are EAL and overall 73% are from ethnic minority backgrounds. However, during the last decade she has seen changing patterns of diversity. Having been ethnically diverse, the school now has a large concentration of specific ethnic groups. Of the 360 pupils in the school, she estimated that 25% are now **Afghani** and **Somali**. The Brent EMA consultant spoke about a '*big increase*' in Afghani children in the borough from 400 in 2003 to 1,100 in 2008. Several participants described a marked increase in new arrivals from conflict zones, primarily Somalia and Afghanistan but also other areas such as, for example, Democratic Republic of Congo. For example, an EMA consultant in Enfield noted that there has been a '10-fold' increase in the number of Black African children in schools across the borough, especially among Somalis.

The large numbers of Somali school children was also noted by an EMA consultant from Brent. She stated that in the last 5 years there has been '*quite a big increase*' in the number of Somali pupils – from 1,800 in 2003 to 3,100 in 2008 across the borough. Importantly, she noted that these pupils tend to be made up of three different groups – British-born, EU citizens moving to Britain from countries such as Holland and families coming directly from Somalia. Thus, within this group, there are different experiences and expectations. This point was also made by a key informant from a voluntary organisation. He noted that Somali children often have experience of schooling in other EU countries. Hence, the children and parents may be comparing three different educational systems, for example, Somali, Dutch and British.

Many key informants also spoke about the increase in pupils from EU member states, particularly **Poland**. In Brent, according to the EMA consultant, there had been a '*dramatic increase*' in Eastern Europeans pupils from 250 in 2003 to 1,300 in 2008. Most of these are Poles and tend to go to faith schools, especially Catholic schools. In Brent there has also been a small increase in the number of **Portuguese** pupils – but it is important to note that many of these children are originally from Brazilian but are often classified in school data according to linguistic group.

The information from teachers and EMA consultants suggests the ways in which complex and changing patterns of migration impact on the ethnic and linguistic make up of schools. As we have discussed, the numbers of children in British schools from countries such as Poland has increased significantly since EU enlargement in 2004. Some of our participants highlighted the particular impact that these newly arrived EU migrants had on schools. It was noted, that while ethnic minorities have traditionally been 'visible minorities' from former commonwealth countries in Asia and the Caribbean, these newly arrived White, European migrants are complicating notions of who is a 'minority'. Several key informants suggest that Poles and Latvians, for instance, coming from well established and well funded European education systems, have very high expectations of schooling and tend to be confident in asserting their rights as EU citizens which impacts on their interaction with schools and teachers (also see Sales et al, 2009; Ryan and Sales, forthcoming)⁸.

Key obstacles facing newly arrived migrant children

Language: There was unanimous agreement among all our key informants that language is the most apparent obstacle for newly arrived children. However, most educators noted that language is not an insurmountable obstacle and in most cases can be overcome relatively quickly. Nonetheless, they also emphasised that while children may pick up language quickly, there are on-going challenges around bi-lingual learners who appear to be fluent but actually may '*get stuck on a particular level*' and be slow to progress to a more advanced level of understanding. Interestingly, a number of participants also observed that language fluency is not only a challenge for newly arrived migrants, but also may be an issue for British-born children including the white, working class, especially boys.

Strategies on teaching EAL differ across boroughs. One teacher noted that the current policy of keeping EAL children with their year group for all subjects is '*very difficult*' - '*it is setting the children up to fail*'. When they have little English, it is very difficult for them to '*grasp abstract concepts*' in the class room. She suggests that new arrival children need to be with their peers for learning social skills and social language, but for actual '*formative language*' they should be in intensive language classes. Her ideal model would be separate language tuition in the mornings and then mixed classes in the afternoon. Such a system would give children the extra help they need while also giving them the opportunity to socialise and learn with the rest of their classmates. As we

⁸ Ryan, Louise and Rosemary Sales (forthcoming) 'Family Migration: the role of children and education in family decision-making strategies of Polish migrants in London' International Migration.

observed in our previous research (Sales et al, 2008), there are a diverse range of language learning strategies in use across different education authorities. Some boroughs promote intensive language tuition in small groups for newly arrived pupils. In other boroughs newly arrived children stay in their year group for all lessons, but may be given some extra help with language from teaching assistants.

Adjusting to a new system: Apart from language, the other challenges facing newly arrived pupils involve getting to know a new system of education. Depending on their age, children may have experience of an educational system with different rules and expectations. However, it was also noted that many newly arrived children, for a variety of reasons, may have little or no prior experience of schooling. For example, children in Britain start school at a younger age (4 rising 5 years) than in many other countries worldwide. This means that children who arrive here aged 6 or 7 years may not yet have been to school in their country of origin. As we have discussed in our other research (Ryan and Sales, forthcoming) many migrant parents are not aware that their children will be put into a class with their age mates regardless of whether or not they have ever been to school before. Thus a child of 6 years would go into a class alongside children who have already been in school for two years. Several teachers and EMA specialists suggested that it was very stressful for children to be placed in classes/forms based on their age rather than their prior educational experience. In particular, children arriving from war torn countries may have very limited or disrupted education prior to entering the British system. Some school teachers spoke about instances where children, especially Afghani girls, were arriving into secondary school having had very limited schooling.

In addition, some of the recently arrived refugee children may have experiences relating to war and hence can experience trauma. As one deputy head teacher observed, these children are sitting in a class room but the teachers have no real understanding of what these children have experienced and what kinds of trauma they may have endured.

Curriculum: Other obstacles for newly arrived children include the British curriculum itself. Several teachers spoke about the emphasis in Britain on the '*creative curriculum*' – learning including maths and literacy may take place through topics with lots of art, drama and creativity. Some newly arrived pupils find this very difficult initially, it is not the rigidity they are used to or expect from schooling. But the teachers suggested that such creativity is actually a very good way of engaging children in learning.

Classroom: The structure and lay out of classrooms may also be a source of confusion for newly arrived children. They may be accustomed to sitting in rows of desks and chairs all facing the teacher. The apparent informality of the British class room where pupils sit in small groups around tables may be initially unfamiliar and confusing.

Making New Friends: In some schools, where there are large numbers of pupils from a similar background, teachers noted the tendency for children to '*stick together*', speaking in their own language and this can impact on the levels of integration and language development in the school. In one school a teacher observed that Afghans tend to socialise with other Afghans, while Somali children socialise with Somalis, which can polarise the playground. The school is trying

to encourage the children to be open to those from different backgrounds: *'It helps the school's environment and it's quite important for their language development too'*.

Discipline: Discipline may also be a challenge for the newly arrived. In Britain *'the disciplinary tools are different'* as one EAL coordinator noted, and it results in children behaving differently. In other countries discipline may be more severe, for instance, physical punishment is still widely practiced in schools in Africa, Asia and the Caribbean. Pupils are expected to stand up when speaking to a teacher, not to 'talk back', to show respect and deference. The apparently more relaxed style of interaction in British schools can be confusing for newly arrived children as they are unsure how to interact with teachers. The apparent lack of rules may lead some children to think that there are no rules at all thus causing misunderstanding and confusion.

Socio-economic disadvantage: Several key informants also spoke about the wider barriers that newly arrived children may face such as socio-economic disadvantage. One teacher spoke very powerfully about the large numbers of children in her school who are living in temporary accommodation, such as Bed and Breakfasts. As well as putting up with overcrowded and cramped conditions, the families are also likely to be moved at short notice. Such uncertainty and insecurity is deeply unsettling for children and will impact on their learning. This teacher, echoing the point made earlier, stated that schools rarely know about the living conditions of their pupils.

Unaccompanied minors: A number of people spoke about the specific issues around unaccompanied minors, especially from Afghanistan. One key informant noted that such boys arrive in secondary schools with little or no English and little prior educational experience. In one secondary school we visited there were several boys who are living in residential care but whose longer term migration status is insecure and may be deported back to Afghanistan.

Racism: Racism was also identified as an obstacle by several key informants. A key informant from a voluntary organisation noted that some teachers are *'prejudiced'* towards particular ethnic groups. A teacher also suggested that racism is an on-going issue which can be found among parents, among some pupils and *'even within institutions'*. The extent and nature of racism may depend in part on the geographical area. In our previous research we conducted a focus group with mothers on a north London estate (Ryan et al, 2010). Although the estate was largely white, it had a small concentration of Somali families. One Somali mother spoke about the racist taunting that her son experienced at school. This was exacerbated by the fact that he was the only Black child in his class. The mother argued that Somalis are susceptible to a double form of prejudice being both Black and in many cases visibly identifiable as Muslim (See Ryan et al, 2010).

However, racism is undoubtedly a very complex topic. An EMA consultant noted that while *'visible minorities'* may be particularly susceptible, there is also racism against Eastern Europeans, particularly in the local media, and, she suggested, this has markedly increased since the economic recession when Poles were increasingly being blamed for taking British jobs. Another EMA consultant spoke about the complex ways in which cultural stereotypes may work within schools. For example, Indian and Chinese children may be perceived as *'intelligent and hard working'*. Somalis may sometimes be labelled as lacking motivation, while Polish children may be

labelled as highly motivated. Nonetheless, as we have noted elsewhere (Sales et al, 2008), cultural stereotypes about Polish children as high achievers may delay the diagnosis of SENs among some newly arrived children from Poland.

Pupils from more established BME backgrounds

Clearly, the changing flows of migrant and refugee populations entering Britain impact on how 'minority ethnic groups' are configured. In many schools across London, for example, Black British-born pupils are the indigenous population, while White, Eastern Europeans are the newly arrived migrants. General census categories such as 'Black' or 'Black African', conceal the complexities of ethnicity, citizenship and migration status within these groups. So that Somalis may be invisible within 'Black' categories. These complexities suggest the diversity of migrant and ethnic minority groupings and indicate the challenges in identifying and responding to a diverse range of needs. The persistent levels of socio-economic disadvantage among some British-born ethnic minority groups, particularly those of Bangladeshi and Pakistani backgrounds, should not be overlooked.

Thus, while the focus of our research was largely on new arrivals it is important to note that many schools also had significant numbers of more traditional BME groups – such as Afro-Caribbean. For some of these children there are on-going issues around educational attainment and reaching their full potential. One EMA consultant noted, they tend to attain well in primary school but feature among low attaining groups in secondary school, particularly the boys. *'This has been the case for many years and we need to ask why it is not improving?'* She went on to suggest that the reasons may lie in a combination of factors – *'expectations among staff, families, pupils themselves, peer pressure, lack of role models, especially male role models, and racism'*.

A primary teacher noted that *'boys from Afro-Caribbean backgrounds are still regarded nationally as a failing group'*. She added that there are *'still pockets of disaffection'*. In answer to the question why this has persisted she points to: lack of good role models, lack of aspirations, lack of a value for education, she also points to issues around economic disadvantage, such as social housing and high levels of single parents. She concluded that there is a need to continue to work with this group and not overlook them and to challenge their low aspirations.

Several key informants agreed on the importance of monitoring attainment by ethnic groups and sharing that information across schools and policy makers but without stereotyping certain groups. Initiatives for involving parents are important and community cohesion issues are also very relevant to this discussion of improving attainment. As a number of key informants noted, it is necessary for parents and teachers to raise their expectations – as one EMA consultant said – *'to aim higher for these children'*.

The benefits migrant children bring to schools:

Several key informants, particularly teachers, spoke very enthusiastically about the benefits that migrant and refugee children bring to schools. One stated that: *'We live in a globalised world. It is important to value diversity, children get the experience of different cultures'*.

A key informant from a voluntary organisation said quite simply: *'It really enriches the school environment'*. A teacher remarked: *'I love teaching them because they love to learn'*. She added that migrant children are hard working and in many cases catch up very quickly. They are very keen to take advantage of educational opportunities. She also spoke about the *'wealth of experience'* they bring to the classroom and this is celebrated in the school at events like Refugee Week and Black History Month. She observed that: *'Parents bring in lots of food to share'*. She also organised for parents to come into the school and read with the children using bi-lingual books. Several key informants also noted that migrant children, once they improve their English, can also be good role models of bi-lingualism for other children. They are often flexible and creative thinkers. They contribute to the diversity of the school. Another teacher observed that many migrant and refugee children have rich story telling traditions and this should be used by teachers in boosting those children's confidence and academic performance

Key challenges facing schools

Resources: While all the key informants we spoke to were very positive about the benefits of migrant and refugee children, they also highlighted the need for more resources – for example, more training on EAL, training for teachers around the needs of refugees and on how to improve working with parents.

While some schools continued to have EAL experts, many schools had moved away from that policy towards ensuring that all class teachers are teaching EAL. This reflects the fact that large portions of school pupils may be EAL. However, it can mean that teachers are now expected to be language experts but without receiving sufficient training and support.

Many key informants referred to the importance of improving language fluency for all groups (including British born children). As one teacher noted, there is a need to focus more on the basics, grammar, spelling, sentence construction, and *'to correct when this is wrong'*. However, as was also noted, class teachers may not be experts in how to teach language to children, particularly at a higher level of fluency.

Translating Materials: Many informants spoke about the challenges of translating materials into many different languages. Several teachers relied on translation software. One teacher told us that a translator costs £45 per hour and the school cannot afford that so instead some schools subscribe to web-based translation services which one teacher described as *'marvellous'*.

Several informants noted that there can be a tension around how much information to interpret or translate. A number of our informants raised the question about what responsibility parents have to learn English. This is not about losing their own native language but about becoming confident in both languages. One teacher observed that although migrant parents may have lived in Britain for many years, many of them have limited English. Even though they have been given information about language classes, some seem to be *'reluctant'* to learn English. She added that, in several cases, the children had been born in Britain and spoke English fluently, thus parents seemed to rely on their children to translate for them. As noted by several of our key informants, using children to translate between schools and parents can be problematic and may place undue stress on children. In addition, there is also the issue of accuracy as children may be selective

about what they choose to translate for their parents. As a key informant, from a community organisation, noted children may decide to ‘*omit*’ any bits of information that reflect badly on themselves.

Transitory Populations: A challenge for schools in developing good relations with parents can be the high levels of mobility and transitory populations. A teacher in one Lambeth primary school told us that in 2009-10 35% of all pupils in year 5 are new to the school. Some of these are newly arrived in the country but many others have been in London for some time and are being moved around temporary accommodation across the borough. This mobility is frustrating for the school because they are just beginning to make progress with a family when suddenly, often without any warning, they are moved on. The teacher stated that the child may be in class on Friday but by Monday they have been moved on to a new location.

Special Educational Needs: Several teachers spoke about the challenges of diagnosing special educational needs among newly arrived children. Language barriers may delay diagnosis as it is more difficult to carry out an accurate assessment of the child’s abilities in a language he or she can understand. However, it is also apparent that some communities may have particular stigmas around SENs and may be reluctant to have their child ‘labelled’. In some cases children may have been diagnosed in their country of origin but parents may withhold that information in case it affects their child’s chances of gaining admission to a school in Britain. An example was given of a Polish child who arrived in school and began to display a ‘*range of problems*’. It took some time for the teachers to identify his specific needs and only much later did the parents acknowledge that this issue had also been identified back in Poland.

Parent/ school relationships

Involving Parents: It should be noted that despite the points raised above, most of the parents we interviewed were positive about their children’s schools and appreciated the hard work of teachers. Several commented on the ways in which the schools had welcomed their children. Others were happy about how quickly their children had settled into the school, made friends and learned English. An Afghani father said: ‘*the school is working very hard for my kids*’. An Albanian mother remarked that the school sends messages by phone and by letter to parents so she knows about all the events and meetings that are going on. A Nigerian mother commented that: ‘*This school is very good, they’ve been trying to involve me from the very beginning. As a parent you get invited to meetings to discuss any issues or problems. So I am happy about this school*’. Of course, it should be noted that the parents we interviewed were attending events at schools and so were probably those most engaged with the school. Nonetheless, we did interview a diverse range of parents from varied ethnic backgrounds and migration trajectories and in general they were positive about the efforts being made by teachers.

A key informant from a voluntary organisation noted that schools have a tendency to send for parents when there is a particular problem, such as a disciplinary issue. He added that some parents may only see teachers when a complaint is being made about their child. This can reinforce a negative relationship between teacher and parent. He suggested that it is especially important that parents also have the opportunity to speak to teachers in a more positive way, not

just when there is a problem. One teacher spoke about her school as having '*an open door policy*' and encourages all the parents to come in and talk to teachers about any concerns.

Whole School Policy: The key informants agreed that in recent years schools, especially primary schools, have got better in communicating with parents and welcoming new arrivals. But it was also acknowledged that some are definitely better than others in responding to the needs of diverse groups. As one EMA consultant noted, it is necessary to challenge schools so that they continue to rethink about what is needed, what is provided and how it is provided. Some schools see EAL and EMA as being '*at the heart of their schools*'. BME children should not be seen as solely the concern of EMA teams or EAL teams they are the responsibility of all teachers. Several informants, citing the New Arrivals Policy Document, noted that welcoming and supporting newly arrived children and their parents should be a '*whole school policy*' and not the sole responsibility of individual teachers. In Enfield a CD was developed called 'Meeting the Needs of New arrivals'. The Enfield EMA consultant emphasised that teachers are working very hard to respond to these needs.

Admissions Process: As many key informants and parents noted, a good, clear admissions process which welcomes children and their parents is very important. Admissions processes should also involve initial baseline assessment of the children. A school in Lambeth had recently employed an Inclusion manager who now runs special Admissions Meetings for newly arrived parents and children. These are one to one meetings including interpreters where possible. However, because of the cost of interpreters the school tries to use Teaching Assistants to help with translation - the school has Somali and Portuguese speaking TAs, for example. After the initial admissions meeting there is one week before the new child starts in school. During that week a buddying system will be set in place. The school also has a list of peer interpreters, where necessary one will be appointed for the child and arrange to meet and support them, for example, reading with them one hour per week or meeting up and playing in the playground, they also take the new child on tour of school and translate everything. A picture of the new child and some information about their country of origin will also have been prepared for the Welcome Board.

Encouraging Parents to Attend Events: Many of the teachers we spoke to had made great efforts to develop good relationships with parents. One teacher had set up a parents group this year, and succeeded in encouraging up to 15 parents to attend regularly, including one Arabic speaking mother who was initially very shy and reluctant to speak but now plays an active part. This parents group organises events and fund raising activities in the school. There had also been a '*Bring your parent to school day*' which was successful.

In another school teachers found out that many of the Somali families were paying for private tuition for their children. The school set up a meeting to discuss this with the parents and explore why they felt this was needed. In the end a homework club was established by the school to support Somali children. There are also home/school reading books for parents to use with children that have been specially adapted and translated into other languages.

As a way of encouraging more fathers to come into school, one school had organised a breakfast club for 'dads and kids' once per term and about 20-30 attend.

Several teachers noted that although they tried to organise events for parents, some groups were proving particularly 'hard to reach'. One member of staff spoke about an event the school had organised for newly arrived parents but despite sending letters and reminders to all the parents and phoning them up to discuss the meeting only two turned up.

Having events during the day may not be convenient for parents who work full time. For instance, organising evening meetings had proved quite effective as a way of getting Polish parents to come to the school. Working with community organisations also proved an effective strategy for encouraging parents' attendance at school events. In one school a Polish nativity play was organised with parents, pupils and a representative from the local Polish church. This proved highly successful with over 50 parents turning up for the play.

The parents we interviewed in a Barnet secondary school were positive about how the school celebrated cultural diversity. A Black-British mother noted that diversity was regarded as the norm not the exception. A Nigerian mother observed that: *'the school does a lot to promote different cultures, which is good. For example they organised an international day when we had to come dressed in our traditional clothes.'*

The EMA consultant in Brent spoke about a One Stop Shop which provides all kinds of information about accessing schools, the curriculum, expectations, standards, etc. This is run by the borough and material is provided in different languages. The borough also provides a Refugee Education Worker who works with schools to provide support for refugee parents. Some schools had been very creative at reaching out to parents. Some schools in the borough have developed *'creative, personal strategies'*. For example, a key member of staff will be designated to work with a family, to welcome them, show them around the school, and then be a point of contact, this enables schools to reach out more to families and create *'one to one dialogue'* with parents. The EMA consultant also noted that the Community Cohesion agenda has encouraged schools to see their remit as involving the whole community. This means more out reach work to parents and engaging with their needs.

Partnerships with community organisations: As noted earlier, some schools had developed good partnerships with community organisations. In one school we visited a close relationship had been established with an Afghani organisation. In 2004 the Saturday school began, initially with only 10 pupils, it now has over 100 attending every week. As well as pupils from the school many children also attend the Saturday school from other schools across the borough. The supplementary school offers maths, science, music, drama, Islamic citizenship and mother tongue classes (Pashto and Dari). There is also a women's group, English language classes for mothers and a crèche for younger children.

The deputy head teacher describes the partnership as *'really great for us, we get knowledge of the community that we could not otherwise get'*. She says that teachers see a child in the classroom but they know nothing about that child, their home life, their experiences, their family expectations: *'we need to understand more about where that child really comes from, what they expect, we need to remove barriers'*

and then enable them to succeed. She added that *'working with people from community organisations can be a cultural bridge'*. It is not just about translating language, words, but also being able to translate the cultural context and meaning, and people within community organisations are usually well placed to do that. They can also serve as good role models for the young people, she concluded.

Particular Challenges facing some newly arrived migrant and refugee Parents

Insecure Status: Many key informants spoke generally about the wide range of newly arrived communities in their boroughs, and while many of the challenges they face are similar, it is also apparent that some groups face specific barriers such as insecure migration status and protracted asylum application processes. Several key informants spoke about insecure status, poverty and temporary accommodation as key challenges facing refugee groups in particular. As one teacher observed, school can become the one thing that is secure in the lives of these families. Thus, being relocated to a new area can be a traumatic wrench away from the friends and familiarity of school environment.

Another EMA consultant suggested that some parents may be reluctant to declare the true home language of the child. This is mainly due to worries about insecure migration status and the fear of being refused a place in the nearest school. However, this makes it difficult for the school to determine what translation services may be required and may also delay a proper assessment in a language the child can fully understand.

Social Isolation: A teacher in a Barnet primary school observed that Afghani mothers tend to be socially isolated. Many of them are not in paid employment and tend to stay within the home environment. She says that children tend to speak Farsi and Pashto at home all the time and outside of school they rarely speak any English at all. She notices that girls tend to spend more time at home with their mothers and so their language development can be slower than boys who tend to be out and about a bit more. She also mentions that as there are now so many children from Afghanistan in the school that they tend to all play and speak together in Farsi in the playground and not mix with other children. In our previous research we conducted a focus group with Afghani mothers (Ryan et al, 2010). Many of these women spoke about the problem of being socially isolated, particularly mothers with young children who are in the home most of the day, and have little contact with other people. An Afghani community organisation is running classes for women not only as a way of learning English but also as a means of socialising and making new friends.

Language Acquisition: A number of parents and teachers spoke about specific communities where parents spoke little or no English. But these parents may not necessarily be recently arrived in Britain. The El Salvadorian parent we interviewed said that migrants in Britain had a responsibility to learn English and she was critical of groups who had lived here for a long time but did not understand the language: *'if we are living in this country we need to make an effort to learn English. But if they do not speak the language they might feel that they do not belong'*. Similarly, a Nigerian parent noted that: *'it's important to learn the language and to learn about the facts and history of this country'*.

A teacher spoke about families who only speak their mother tongue at home, watch satellite T.V. from their country of origin and socialise within networks of co-ethnics. This means that

children only ever speak English while at school. While there is now an increasing appreciation of the importance of children being bi-lingual, it was also noted that children need to develop fluency in both languages which may be difficult if they only use a language in a class room environment. The Nigerian mother we interviewed spoke about the importance of bi-lingualism for her children. She strongly encouraged her children to speak English fluently and noted that prior to arriving in Britain they had learned English at school in Nigeria. However, she added that it was the responsibility of parents to ensure that children also learned their ‘mother tongue’.

‘we teach them at home. We also have satellite TV and we buy books for them – it is important that they can speak our language too’.

Family Reunification: While most of this report has focused on recently arrived families, it should be noted that family reunification may take many different forms (see Ryan et al, 2009). A teacher in Lambeth noted that her school has several newly arrived children from the Caribbean. She said that these children have usually been raised by grandparents and have suddenly been ‘uprooted’ and brought to join parents in London. They are used to a very rigid and strict schooling system in Jamaica. Initially they may find it hard to cope with the freedom and creativity of the British system. This confusion can in some cases lead to problems in behaviour. This observation from Lambeth reinforces the point about the diversity of migration and the wide range of different experiences and needs that children bring to the school environment.

The Information Sources that newly arrived parents tend to rely upon

All of the key informants agreed that newly arrived families tend to rely for information largely on their own networks of families and friends. This means that they are often relying on other migrants who may also be relatively new to the country or who may have limited knowledge of the British educational system. As one informant put it - *‘this can be very misleading’*. Most of the parents we interviewed relied on information from relatives and friends, though some had also approached community organisations and accessed other sources of information. However, in the main, among the parents we spoke to, there was a demand for more basic and clearly presented information.

The kinds of additional information that would be helpful to parents

How the system works: The British educational system is complex, has undergone frequent changes and can be confusing to all parents, including those born and reared in Britain. For newly arrived parents, especially those who do not speak English, the system can be even more confusing. In general, all the parents and key informants agreed that newly arrived parents need very basic information. Parents need very clear information on the curriculum but also on school rules and policies. A mother from El Salvador suggested that: *‘You would need to explain the basics of the actual system, you need pictures, graphics, visuals’*

‘we tend to take things for granted and you need to explain very simply what the school day is going to be like, the importance of attendance; classroom organisation and differentiation within the class – children are not sitting in rows – and the fact that children automatically move up with their peer group’ (class teacher).

An Afghani father had not realised that in Britain children proceed with their year group regardless of whether or not they pass end of year tests. In Afghanistan, he noted, children are held back until they attain the appropriate grade to progress to the next year.

Attendance: Several teachers highlighted the issue of attendance. Newly arrived parents often do not realise that it is unacceptable to take holidays during the school term. The teachers we interviewed all referred to instances involving a range of different migrant communities. Parents often expressed surprise that social services could become involved if children had consistently poor school attendance.

Subject Choices and Exams: An Albanian mother said that she would like information on all the different subjects available, especially at secondary school, because she did not understand what these various subjects actually involved. Parents also need information about exams, grades and subject choice. For example, it was noted that some parents do not realise that subject choice can determine what career options will be available to their children. Parents may not know that science subjects are required in order to be able to apply for particular university courses. An Indian parent we interviewed said that she did not understand about 'A' levels and how her son should start to apply for a university course.

Uniforms: An Afghani father said he was very surprised that school children in Britain wore uniforms. He had not expected that and initially did not see the reason behind it. However, now he says that it is actually quite a good thing.

Expectations: As has been widely discussed in the migration literature (see for example Adams and Kirova, 2006)⁹, depending on their own educational experiences, parents may have very different expectations of schools and teachers. Some parents may not know what the school expects of them and their children. Misunderstandings can occur. In some societies there is a specific cultural attitude that the school is responsible for all education and that parents do not need to get involved at all in schooling. One teacher spoke about a tendency within some cultures to treat teachers with such deference and respect that parents are reluctant to talk to school staff, discuss any problems or ask questions.

One teacher noted that while some parents '*understand their role*' quite well, others are confused about expectations and have little understanding of how the system works – this is especially so for parents who may have had little formal education in their country of origin. For example, as several key informants observed, parents who are illiterate in their own language may find any kind of documentation, even if translated, very challenging.

However, it is important to avoid generalisations and it should also be noted that some parents may have been highly educated in their countries. One key informant noted that it is particularly frustrating for educated parents who do not speak English because while they may have high aspirations and expectations, they are unable to communicate these to teachers. The parents we interviewed were quite diverse. Some had recently arrived in Britain, others had been here for

⁹ Adams, L and A Kirova (2006) *Global Migration and Education: schools, children and families*. Lawrence Erlbaum Associates, London.

many years, a few were born here, while others had previously lived in other EU countries. So they have varied experiences and expectations of education. Thus, it is difficult to generalise about them and the kinds of information they had accessed.

Disciplinary policies and processes: Parents also need clear information on school discipline policies. Several key informants noted that interventions usually only occur after there has been a problem with discipline or bullying. It would be best if these issues were addressed at the outset so that later problems can be avoided. Many parents consider that discipline is lacking in British schools compared to their home country. Parents sometimes feel that the lack of discipline in schools makes it difficult for them to discipline their children in the way they find appropriate. In our previous research with Afghani and Somali mothers in Barnet (Ryan et al, 2010), several mothers said that school children in Britain are ‘cheeky’ and disrespectful. These mothers were concerned that their children would copy such behaviour and challenge parental authority. As one EMA consultant noted, this can lead to a conflict between home and school values causing tensions between teachers and families. Discipline was also an issue raised by a mother from El Salvador: *‘Here there are many problems with discipline...In my country we respect our teachers, our headmasters more, maybe because of fear but here it is the sense that it is a free country and you can do what you want but the children need to see boundaries as well, here it has gone too far’.*

Courses of Parents: Parents also need information – clearly set out and translated if necessary – about what courses they can do to improve their skills. Several parents said they would appreciate information about English language classes and also suggested that schools should offer these classes to parents. Two Iraqi parents were very keen to learn English but did not know where to register for classes.

Information already available: All of the key informants we interviewed agreed that a huge amount of information is already available. One key informant noted that *‘parents feel bombarded by information’*. However, much of this material is complex, very detailed and may not provide the kind of information that newly arrived parents require. In addition, resources may be available on websites, for example, which parents do not know about and cannot access. However, several key informants also noted that while a lot of information is freely available locally, for example in libraries, many parents still do not know how to find this information. Thus, it would appear that the problem is not an absence of information materials but rather a lack of straight forward, useful information easily accessible in convenient formats.

Translating across systems: There was general agreement among the key informants that it is essential to provide information in a language parents can understand. However, it was also noted that translating words may not be enough. It is also necessary to translate across educational systems. Several teachers spoke about the role that community organisations can play in not only translating information for parents but also in explaining differing expectations and aspirations. For example, community workers from Somalia, Afghanistan or Poland can explain how the educational system differs between ‘there’ and ‘here’ and thus help to address any misunderstanding or potential confusion.

Religious Practices: Parents also need to know that their religious practices should be respected by schools. For example, they may not be aware that they can take their children out of school for religious holidays and request Halal food be served in school canteens.

Admissions and Secondary Transfer: Amongst the parents we interviewed for this study the main source of confusion related to school admissions and how to access a ‘good school’ – especially secondary schools. Several parents noted that the secondary school their children were now in was not actually their first choice. One Indian parent was frustrated that her son had not been allocated any of his first choices: *‘I don’t understand why they gave me this school...I don’t mind this school but I put 4 or 5 options near my home but he didn’t get any of them’*.

Similarly, an Iraqi couple was confused about why their children had been allocated a place at a particular school which had not been their preference and was very far away from where they lived, necessitating a long journey every day. A Nigerian mother observed that *‘it is very difficult to get a school place where I wanted’*. However, it should be noted that a Black British-born woman, who was very familiar with the British educational system, also observed that it is a challenge for all parents to get their children into good schools.

Access to schools, especially secondary schools, can be difficult and stressful for all parents in London. However, it should be noted that for newly arrived parents, particularly those with little or no English, application to secondary schools is especially daunting and in some cases quite mystifying.

Summary of key Findings:

1. **Changing demography:** While some schools have a good deal of experience working with BME groups, there is a need to keep pace with the changing make up of those groups. The demographic evidence presented in this report illustrates that the groups constituting BME are under going significant change across many London boroughs. Previous waves of migrants tended to cluster in specific areas, education authorities built up particular skills and expertise in responding to the needs of specific ethnic communities. However, newly arrived migrants and refugees tend to be spatially dispersed. This means that schools now have to respond to diverse populations of pupils. As a result that there tends to be a wider range of languages spoken within schools.
2. **Key Obstacles Facing Newly Arrived Pupils:** Our interviews with parents, teachers, EMA experts and community organisations identified the following areas:
 - Language is the most obvious obstacle facing newly arrived pupils. While they may pick up spoken English relatively quickly, development of higher order fluency and an advanced level of understanding may take some time and require on-going language support.
 - Adjusting to a new system: Depending on their age, children may have had experiences of a very different educational system and it may take time to readjust to the British schooling environment.
 - Curriculum: The British curriculum emphasises learning through creativity, especially in primary schools, and this may be unfamiliar to children coming from different educational systems.
 - Classroom: the lay of classrooms, in tables rather than in rows of desks, may be new and unfamiliar.
 - Discipline: Children coming from educational systems where physical discipline is enforced may find the style of discipline in British schools confusing. The apparent informality of relationships between pupils and teachers may take time to get used to.
 - Socio-economic disadvantage: Newly arrived pupils, especially those from refugee backgrounds, may have to cope not only with trauma, loss of loved ones, a new and unfamiliar environment, but also financial uncertainty, temporary and insecure accommodation. This economic disadvantage may impact on their learning in varied ways.
 - Unaccompanied minors: we found evidence that some unaccompanied minors have disrupted education, limited English, and insecure migration status. Many are facing deportation back to their country of origin.

- Making New Friends: Language barriers may inhibit new friendships and in some cases children may stay within close knit groups of co-ethnics.
 - Racism: different groups of pupils may face racism. Children may be confronted by a range of negative stereotypes from other pupils, parents and even some teachers. Racism and xenophobia are not limited to Black pupils but may also be a problem for White, Eastern European children, especially in the context of economic recession.
3. **Pupils from more established BME backgrounds:** While this report has focused largely on newly arrived migrants and refugees, it was also noted that some established ethnic minority communities continue to experience lower educational attainment. Some established communities also face economic and social disadvantage. The need for on-going support to these groups should not be lost sight of.
 4. **The Benefits that migrant and refugee children bring to schools:** all the participants in this study were very positive about the benefits that newly arrived children bring to schools. Cultural and linguistic diversity enriches the whole school.
 5. **Challenges facing schools:** While our key informants were positive about the benefits of diversity within schools they also identified on-going challenges facing schools, especially in terms of resources:
 - Resources: The on-going arrival of new children, not just at the start of term but throughout the whole year can place high demands on class teachers. Many class teachers do not have specialised training in language teaching. While some schools do have specialist teams of EAL and EMA staff, in many schools there is an expectation that this work will be taken up within classrooms by ordinary teachers. In addition, the cost of translation services can be extremely high and schools may see computer software packages as a more affordable option.
 - Transitory populations: migrant families may move around in pursuit of employment, or in the case of refugee families may be moved between different temporary accommodation. This means that children change schools which can delay the settling in process.
 - Language barriers may delay the diagnosis of special educational needs (SEN) in some children. This may be exacerbated in some cases by stigma about special needs within some communities. Newly arrived parents may be reluctant to acknowledge that their child has SENs.
 6. **Involving Parents:** most of the parents we interviewed were very positive about the efforts made by schools to welcome their children and involve them as parents. It was suggested, however, that events should not only be organised during the working day as this prohibits many parents from attending.

7. **Working with community organisations:** while some teachers had found it difficult to encourage newly arrived parents to attend school events, it appeared that working through community organisations was a good way of communicating with and engaging parents. Some schools had developed good partnerships with community organisations and this also proved useful in addressing any potential areas of misunderstanding between school and parents.
8. **Some challenges facing newly arrived parents:** Newly arrived parents are a very diverse group with different needs and experiences. However, there is evidence to suggest that some groups face specific obstacles and challenges. Some of the main problems identified in this research were: insecure migration status, especially among asylum seekers, language barriers, social isolation and socio-economic disadvantage.
9. **Information for Parents on the British Educational System:** in general, we found that most parents tend to rely on family and friends for information about schools. Although there is a huge quantity of information material available from local authorities, for example, it seems that some of the more disadvantaged groups are not accessing these resources. The key problem does not appear to be an absence of information but a lack of straight forward easily accessible information in user friendly format. All our participants agreed that parents need very basic information:
 - How the system works – admission processes, the different types of schools, age at which children start school, the structure of the school day, class room lay out, uniforms, school dinners, attendance, holiday periods, homework, etc.
 - Expectations – depending on their country of origin, parents may have very different expectations about schooling, discipline, assessment, progression from year to year, relationship with teachers, etc. There is a need to clearly set out and explain the policies and processes involved in the British educational system. Thus, simply translating words may not be enough, it would be most useful to translate across systems so that parents can understand the differences between the British and their own educational system.
 - Religious Practices – parents need to know that, for example, they have the right to take children out of school for religious holidays and to ask that Halal food be provided for school dinners.
 - Transfer to secondary school – we found a lot of confusion among parents relating to the process of secondary school allocation. This is a complex and potentially daunting process for all parents, especially in areas where schools are over-subscribed. There is a need for very clear and straight forward information.
 - Subject choices – especially at secondary school level, parents need information about what subjects are available, what these involve and which subjects are necessary for future study/ career pathways.

- Signposting – no one source of information can tell parents everything they need to know. So signposting is necessary which can alert parents to where they can go to find out additional information. Community organisations may be well placed to advise and support parents, providing translation where necessary.

RECOMMENDATIONS:

1. Demographic data: the categories used in collecting demographic data need to be more carefully defined so as to capture the true diversity of new migrants and changing school populations.
2. Language teaching: policy makers need to pay more attention to teachers' experiences of delivering EAL training in large, mixed ability classes so that effective policies can be developed based on robust evidence from schools. Furthermore, specific training on EAL teaching needs to be incorporated into teacher education programmes, including both core programmes and specialist qualifications.
3. Information on schools: The key problem does not appear to be a lack of information but rather a confusing array of different kinds of information which may not be easily accessible to parents. Migrant parents, especially those newly arrived in Britain, require very basic information in user friendly format.
4. Whole School Policy: welcoming and supporting newly arrived children should involve whole school policy and practice and should not be left to the initiative of individual classroom teacher. Examples of good practice should be shared across schools. Local authority specialists and resources have a vital role to play here
5. Induction process: an effective induction process is crucial in building relations between school, parents and child. This is an opportunity to share expectations and aspirations and avoid future misunderstandings.
6. Base line assessment: upon admission an initial base line assessment in an appropriate language should be conducted where possible. Examples of good practice in this area should be shared between schools.
7. Involving parents: models of good practice can be developed and shared across schools and boroughs. Some schools have worked well with community organisations in order to enhance parental engagement and involvement.
8. Parents as resources: parents can be encouraged by teachers and liaison teams to contribute in positive ways to the life of the school. There is an opportunity to value the cultural and practical resources of the parents.
9. Partnership with community organisations: The extended school programme offers an opportunity to develop good relationships with community organisations. Models of good practice can be rolled out and shared across educational authorities.

10. Combating Racism: schools need to be sensitive to the varied forms that racisms may take. The diversity of newly arrived migrant children and their dispersal throughout the country, may result in new forms of racism which challenge simplistic Black/ white dichotomies.
11. BME groups: although this work has focused largely on newly arrived migrants, it is apparent that some traditional BME groups continue to experience educational disadvantage. It is important that schools and policy makers do not overlook on-going issues of disaffection and low educational attainment.
12. Monitoring attainment: there is a need for data sharing across schools and local authorities so that specific patterns of underachievement or indeed educational success can be monitored and studied.
13. Parents learning English: schools have an important role to play in facilitating English language learning opportunities for parents, for example in providing information about available classes and allow the use of their facilities and resources, in partnership with community groups, for this purpose. .
14. Children as translators: every effort should be made by schools and local education authorities to avoid relying upon children as language brokers particularly when the children themselves are the subject of the conversations.
15. Identifying SEN: more sensitive work is needed to overcome the residual stigma around SEN in some communities. Home School Liaison teams can work with families and schools to support SEN children. The identification of SEN in children whose first language is not English can be speeded up by the involvement of bi-lingual staff and the translation of tests into appropriate languages.
16. Liaison between local authority departments: More liaison is needed between Housing and Educational departments within and across boroughs to avoid disruption to schooling when a family is being rehoused.

STATISTICAL APPENDIX 1 – PUPILS BY ETHNICITY

Table I a - Maintained Primary Schools, Minority Ethnic Pupils (2004-2010)

	2004		2007		2010	
	#	%	#	%	#	%
ENGLAND	628,900	18.3%	723,510	21.9%	823,380	25.5%
LONDON	276,200	56.7%	300,160	62.0%	326,070	66.7%
INNER LONDON	130,000	74.5%	134,030	77.4%	138,350	79.7%
Camden	6,200	70.5%	6,478	74.2%	6,715	76.3%
City of London	..	..	...	...	...	...
Hackney	11,400	84.4%	11,451	84.6%	11,426	85.4%
Hammersmith and Fulham	5,000	68.5%	5,123	70.7%	5,287	72.5%
Haringey	13,200	79.0%	13,052	79.2%	13,257	79.9%
Islington	7,300	64.0%	7,137	65.7%	7,156	68.4%
Kensington and Chelsea	3,900	70.9%	3,923	71.6%	3,963	73.4%
Lambeth	12,100	80.1%	12,484	82.0%	13,158	83.9%
Lewisham	11,000	64.7%	11,492	68.9%	11,778	71.6%
Newham	19,400	82.9%	20,223	87.3%	21,327	91.0%
Southwark	12,900	71.3%	12,750	73.7%	12,498	74.8%
Tower Hamlets	13,400	81.2%	14,265	85.0%	15,173	87.6%
Wandsworth	7,900	61.2%	8,664	66.0%	9,202	69.7%
Westminster	6,600	79.5%	6,971	82.3%	7,336	85.3%
OUTER LONDON	146,200	46.8%	166,130	53.3%	187,710	59.5%
Barking and Dagenham	4,500	31.9%	6,535	46.1%	8,904	60.0%
Barnet	11,000	53.7%	11,981	59.0%	13,067	63.3%
Bexley	2,900	17.2%	3,884	23.4%	4,521	28.5%
Brent	15,100	85.3%	15,480	86.2%	16,444	88.3%
Bromley	3,800	18.5%	4,555	22.8%	5,388	27.3%
Croydon	11,900	49.4%	13,111	56.1%	14,233	62.1%
Ealing	14,200	71.4%	15,343	76.9%	16,542	80.9%
Enfield	13,100	61.2%	14,656	67.2%	16,234	72.3%
Greenwich	7,100	44.1%	8,182	52.0%	9,383	59.4%
Harrow	10,800	66.7%	11,714	72.8%	12,589	78.5%
Havering	1,700	10.2%	2,603	16.4%	3,391	21.7%
Hillingdon	6,700	36.8%	8,284	45.3%	10,202	54.5%
Hounslow	8,500	59.0%	9,348	64.9%	10,333	70.8%
Kingston upon Thames	2,700	31.4%	3,312	36.9%	4,046	44.0%
Merton	5,000	47.6%	5,716	52.9%	6,678	59.3%
Redbridge	11,400	62.0%	13,288	71.0%	15,518	77.9%
Richmond upon Thames	2,600	26.0%	3,189	30.8%	3,672	33.5%
Sutton	2,500	21.0%	3,037	26.3%	3,708	32.5%
Waltham Forest	11,200	67.1%	11,913	72.2%	12,929	77.8%

Source: School Census 2004, 2007, 2010

Table I b - Maintained Secondary Schools, Minority Ethnic Pupils (2004-2010)

	2004		2007		2010	
	#	%	#	%	#	%
ENGLAND	508,400	15.4%	579,050	17.7%	695,610	21.4%
LONDON	223,100	53.1%	238,120	57.1%	279,310	62.1%
INNER LONDON	91,200	72.3%	93,780	76.0%	109,230	78.1%
Camden	5,900	60.8%	6,397	64.2%	6,985	70.6%
City of London	...	...	...	...	...	...
Hackney	6,100	82.4%	5,534	83.8%	6,917	80.9%
Hammersmith and Fulham	4,500	62.5%	3,708	61.5%	4,697	66.6%
Haringey	8,500	75.2%	9,264	78.0%	10,563	80.0%
Islington	5,500	69.6%	5,894	74.1%	6,019	76.4%
Kensington and Chelsea	2,300	65.7%	2,315	66.0%	2,446	67.9%
Lambeth	6,200	79.5%	6,757	82.4%	8,041	82.5%
Lewisham	7,200	62.1%	7,621	68.7%	9,747	70.3%
Newham	14,300	79.0%	15,359	84.0%	15,821	88.0%
Southwark	7,500	75.0%	6,350	76.2%	9,818	75.3%
Tower Hamlets	9,800	76.0%	11,850	81.9%	12,681	85.8%
Wandsworth	6,700	65.0%	7,662	73.3%	8,220	71.5%
Westminster	6,600	78.6%	5,070	75.7%	7,288	82.2%
OUTER LONDON	131,800	44.8%	144,350	49.1%	170,080	54.9%
Barking and Dagenham	3,200	26.4%	4,585	36.5%	6,298	48.4%
Barnet	12,600	59.4%	12,044	61.8%	14,322	66.6%
Bexley	3,000	16.7%	3,977	21.6%	5,596	28.2%
Brent	12,800	80.5%	13,230	79.7%	14,601	81.5%
Bromley	3,900	17.6%	4,298	19.4%	5,412	23.9%
Croydon	9,000	48.1%	9,813	53.0%	12,173	58.1%
Ealing	10,800	72.0%	11,890	77.4%	13,622	77.0%
Enfield	12,400	57.4%	13,648	61.4%	15,032	67.6%
Greenwich	6,400	44.4%	7,084	49.1%	8,050	55.8%
Harrow	5,900	64.8%	6,400	70.4%	7,648	76.7%
Havering	1,600	9.7%	2,374	14.3%	3,246	19.5%
Hillingdon	6,100	34.3%	7,050	41.2%	8,582	46.3%
Hounslow	10,100	60.5%	11,037	66.1%	11,626	70.2%
Kingston upon Thames	3,300	35.5%	3,767	39.0%	4,365	43.8%
Merton	3,900	45.3%	3,476	48.5%	5,111	59.8%
Redbridge	12,100	60.5%	14,099	67.1%	15,902	73.6%
Richmond upon Thames	1,800	24.3%	2,169	30.4%	2,219	33.4%
Sutton	4,700	29.9%	4,726	28.9%	5,672	33.8%
Waltham Forest	8,500	61.2%	8,697	65.6%	10,612	72.9%

Source: School Census 2004, 2007, 2010

Table II - England 2010, Primary and Secondary Schools. Pupils by Ethnic Group.

	Pupils of compulsory school age and above					
	Maintained Primary Schools		State-Funded Secondary Schools		Special Schools	
	#	%	#	%	#	%
White	2,535,760	78.5	2,638,670	81.2	69,440	80.8
White British	2,385,270	73.8	2,511,190	77.3	66,650	77.6
Irish	10,310	0.3	11,620	0.4	260	0.3
Traveller of Irish heritage	2,830	0.1	1,100	0.0	70	0.1
Gypsy/ Roma	7,180	0.2	3,620	0.1	190	0.2
Any other White background	130,160	4.0	111,150	3.4	2,270	2.6
Mixed	140,290	4.3	113,380	3.5	3,310	3.9
White and Black Caribbean	42,730	1.3	38,480	1.2	1,200	1.4
White and Black African	16,050	0.5	11,470	0.4	340	0.4
White and Asian	30,500	0.9	23,540	0.7	570	0.7
Any other Mixed background	51,010	1.6	39,890	1.2	1,210	1.4
Asian	310,960	9.6	258,180	7.9	6,530	7.6
Indian	81,590	2.5	80,850	2.5	1,340	1.6
Pakistani	131,470	4.1	96,580	3.0	3,330	3.9
Bangladeshi	53,940	1.7	40,580	1.2	900	1.0
Any other Asian background	43,960	1.4	40,170	1.2	950	1.1
Black	163,750	5.1	143,950	4.4	4,560	5.3
Black Caribbean	45,210	1.4	44,790	1.4	1,400	1.6
Black African	99,060	3.1	83,290	2.6	2,440	2.8
Any other Black background	19,480	0.6	15,870	0.5	720	0.8
Chinese	11,040	0.3	13,430	0.4	220	0.3
Any other ethnic group	46,850	1.5	39,190	1.2	840	1.0
Classified	3,208,650	99.3	3,206,800	98.7	84,900	98.8
Unclassified	21,450	0.7	42,160	1.3	1,000	1.2
Minority Ethnic Pupils	823,380	25.5	695,610	21.4	18,250	21.2
All pupils	3,230,090	100.0	3,248,960	100.0	85,890	100.0

Source: School Census 2010 (as at January 2010)

Table III a – Inner London, Primary Schools. Pupils by Ethnic Group and Local Authority (2010)

	White	White British	Irish	Traveller Of Irish Heritage	Gypsy/ Roma	Any Other White Background	Mixed	Asian	Indian	Pakistani	Bangladeshi	Any Other Asian Background	Black	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	All pupils (3)
ENGLAND	2,535,760	2,385,270	10,310	2,830	7,180	130,160	140,290	310,960	81,590	131,470	53,940	43,960	163,750	45,210	99,060	19,480	11,040	46,850	3,230,090
LONDON	214,230	158,370	3,770	670	790	50,640	43,080	93,740	25,920	20,250	26,810	20,760	104,810	30,150	63,420	11,240	3,240	25,340	489,180
INNER LONDON	55,460	33,410	1,280	240	250	20,290	17,160	34,860	4,310	5,400	21,230	3,920	51,810	16,570	29,290	5,950	1,260	11,210	173,530
Camden	3,600	2,015	115	24	6	1,444	830	1,950	58	64	1,659	168	1,800	239	1,433	127	80	470	8,800
City of London	50	21	x	0	0	27	10	80	x	x	68	x	30	6	15	x	x	10	180
Hackney	4,170	1,894	129	43	6	2,100	1,240	1,870	783	161	761	160	5,140	1,892	2,791	455	70	830	13,380
Hammersmith and Fulham	2,930	1,943	70	12	15	887	820	490	61	121	114	189	2,160	661	1,325	176	20	810	7,290
Haringey	7,390	3,273	220	61	105	3,731	1,580	1,120	223	172	450	271	5,230	2,039	2,931	255	90	1,120	16,590
Islington	4,900	3,234	154	x	x	1,502	1,420	880	81	45	692	64	2,490	671	1,668	150	60	640	10,460
Kensington and Chelsea	1,990	1,227	44	8	0	712	1,040	200	19	42	97	40	940	319	537	84	30	990	5,400
Lambeth	4,570	2,402	70	x	13	2,080	1,900	760	111	225	252	167	7,410	2,897	3,817	699	130	790	15,680
Lewisham	5,920	4,342	104	26	17	1,432	2,210	1,040	152	135	118	633	6,380	2,930	2,166	1,286	200	370	16,450
Newham	3,890	1,943	48	15	71	1,812	1,520	10,560	2,219	3,003	4,318	1,021	6,010	1,146	3,897	965	80	1,210	23,440
Southwark	5,230	3,882	115	26	6	1,197	1,480	770	116	78	393	185	7,690	1,911	4,756	1,027	200	1,010	16,710
Tower Hamlets	2,750	2,107	62	9	11	562	800	11,590	127	148	11,232	87	1,620	319	1,117	182	110	410	17,320
Wandsworth	5,450	3,908	74	6	x	1,457	1,500	2,190	279	1,115	148	644	3,480	1,180	1,905	390	80	410	13,210
Westminster	2,630	1,214	74	0	0	1,344	840	1,380	73	91	923	289	1,450	356	936	153	120	2,130	8,600

Source: School Census 2010 (as at January 2010)

Table III b – Outer London, Primary Schools. Pupils by Ethnic Group and Local Authority (2010)

	White	White British	Irish	Traveller Of Irish Heritage	Gypsy/ Roma	Any Other White Background	Mixed	Asian	Indian	Pakistani	Bangladeshi	Any Other Asian Background	Black	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	All pupils (3)
ENGLAND	2,535,760	2,385,270	10,310	2,830	7,180	130,160	140,290	310,960	81,590	131,470	53,940	43,960	163,750	45,210	99,060	19,480	11,040	46,850	3,230,090
LONDON	214,230	158,370	3,770	670	790	50,640	43,080	93,740	25,920	20,250	26,810	20,760	104,810	30,150	63,420	11,240	3,240	25,340	489,180
OUTER LONDON	158,770	124,970	2,490	430	540	30,350	25,920	58,880	21,610	14,850	5,590	16,830	53,000	13,590	34,130	5,290	1,980	14,130	315,650
Barking and Dagenham	7,230	5,886	32	x	29	1,283	960	2,220	454	691	747	332	4,020	435	3,327	261	50	310	14,830
Barnet	11,100	7,333	244	29	5	3,486	1,870	2,370	963	421	211	773	2,880	355	2,271	252	340	1,840	20,640
Bexley	11,840	11,249	48	9	30	503	750	780	430	61	68	222	2,110	151	1,784	172	130	160	15,850
Brent	4,380	2,056	269	40	10	2,009	1,330	5,320	2,401	1,183	171	1,568	5,610	1,953	3,089	570	70	1,790	18,630
Bromley	15,020	13,882	116	11	67	946	1,590	740	267	65	122	288	1,530	483	821	226	150	240	19,730
Croydon	9,970	8,517	113	12	26	1,299	2,810	3,320	1,140	800	232	1,151	6,170	2,707	2,815	649	130	350	22,930
Ealing	6,400	3,788	253	54	13	2,292	1,560	5,790	2,770	1,545	134	1,345	3,930	983	2,687	257	80	2,570	20,450
Enfield	11,720	5,906	249	14	64	5,484	2,090	1,810	486	174	657	491	5,260	1,546	3,358	359	70	1,190	22,440
Greenwich	7,720	6,337	73	15	39	1,252	1,430	1,300	332	224	154	585	4,690	556	3,686	449	190	390	15,800
Harrow	4,750	3,311	271	60	x	1,101	1,330	6,910	3,087	733	131	2,955	2,230	644	1,373	214	100	580	16,040
Havering	12,740	12,049	45	37	11	594	670	560	228	115	89	129	1,310	233	933	148	70	90	15,660
Hillingdon	9,870	8,358	141	87	12	1,270	1,680	4,160	2,252	758	274	874	1,900	353	1,463	87	30	920	18,710
Hounslow	5,550	4,137	119	x	27	1,261	1,050	4,440	2,511	1,243	186	500	1,790	207	1,346	240	40	1,600	14,590
Kingston upon Thames	6,000	5,104	43	x	18	828	860	1,360	251	266	54	788	280	35	189	51	80	570	9,200
Merton	5,820	4,542	63	11	24	1,175	990	2,160	292	550	153	1,163	1,860	548	1,045	268	80	310	11,260
Redbridge	5,800	4,222	80	10	98	1,391	1,530	9,230	2,698	3,033	1,691	1,806	2,850	833	1,672	342	110	220	19,920
Richmond upon Thames	8,650	7,128	162	10	5	1,346	860	710	278	108	79	242	270	61	160	50	90	220	10,960
Sutton	8,290	7,622	83	19	6	564	780	1,260	281	197	85	697	710	135	486	85	120	170	11,410
Waltham Forest	5,940	3,541	82	8	47	2,264	1,800	4,450	493	2,678	350	925	3,600	1,367	1,621	609	70	610	16,610

Source: School Census 2010 (as at January 2010)

Table IV a – Inner London, Secondary Schools, Pupils by Ethnic Group and Local Authority (2010)

	White	White British	Irish	Traveller Of Irish Heritage	Gypsy/ Roma	Any Other White Background	Mixed	Asian	Indian	Pakistani	Bangladeshi	Any Other Asian Background	Black	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	All pupils (3)
ENGLAND	2,638,670	2,511,190	11,620	1,100	3,620	111,150	113,380	258,180	80,850	96,580	40,580	40,170	143,950	44,790	83,290	15,870	13,430	39,190	3,248,960
LONDON	204,750	161,690	4,130	290	490	38,160	34,130	83,980	27,740	17,150	20,760	18,340	92,080	29,000	53,850	9,230	3,560	22,510	450,000
INNER LONDON	44,310	28,440	1,230	120	180	14,340	12,380	27,410	3,570	4,180	16,150	3,520	42,670	14,230	24,350	4,090	1,170	9,740	139,940
Camden	4,290	2,795	206	19	8	1,266	1,100	1,590	96	123	1,089	284	2,180	413	1,574	195	60	550	9,890
City of London	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hackney	2,740	1,473	82	28	x	1,160	720	1,170	428	113	504	125	3,210	1,167	1,804	240	40	500	8,550
Hammersmith and Fulham	3,180	2,183	180	10	24	784	560	520	58	119	122	225	1,680	465	1,071	146	30	910	7,050
Haringey	5,290	2,477	107	19	56	2,632	1,390	930	208	144	380	196	4,240	1,704	2,253	280	50	1,140	13,210
Islington	3,070	1,791	95	x	x	1,179	850	910	102	40	704	60	2,330	720	1,437	172	60	600	7,880
Kensington and Chelsea	1,700	1,074	123	0	x	500	480	140	21	29	56	34	590	196	337	53	20	590	3,600
Lambeth	2,790	1,579	80	x	17	1,107	1,100	440	77	59	171	129	4,710	1,960	2,311	442	100	480	9,750
Lewisham	4,680	3,533	82	7	6	1,055	1,520	720	102	110	112	397	5,680	2,610	2,454	614	200	480	13,870
Newham	3,340	2,009	36	8	44	1,240	980	7,640	1,839	2,131	2,887	782	4,910	1,072	3,340	494	70	900	17,970
Southwark	3,920	2,962	101	16	9	835	1,060	750	79	63	388	224	6,000	1,609	3,814	580	180	860	13,030
Tower Hamlets	2,620	1,979	42	6	x	593	560	9,120	116	119	8,784	103	1,910	440	1,191	276	120	320	14,780
Wandsworth	4,100	3,130	59	0	x	911	1,210	2,290	351	1,020	188	731	3,220	1,351	1,524	342	100	430	11,490
Westminster	2,580	1,452	41	x	x	1,078	830	1,180	89	107	760	227	2,020	526	1,237	255	130	2,000	8,870

Source: School Census 2010 (as at January 2010)

Table IV b – Outer London, Secondary Schools. Pupils by Ethnic Group and Local Authority (2010)

	White	White British	Irish	Traveller Of Irish Heritage	Gypsy/ Roma	Any Other White Background	Mixed	Asian	Indian	Pakistani	Bangladeshi	Any Other Asian Background	Black	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	All pupils (3)
ENGLAND	160,440	133,250	2,900	170	310	23,820	21,750	56,580	24,180	12,970	4,610	14,820	49,410	14,770	29,500	5,140	2,400	12,760	310,060
LONDON	7,520	6,602	37	x	12	870	660	1,690	357	557	498	277	2,820	466	2,106	246	40	170	13,010
OUTER LONDON	10,610	6,828	475	10	x	3,293	1,690	3,380	1,741	456	173	1,012	3,140	502	2,286	348	440	1,900	21,520
Barking and Dagenham	14,600	13,904	112	7	61	519	880	1,070	608	66	93	300	2,500	273	2,048	181	250	190	19,820
Barnet	2,700	1,059	133	25	8	1,471	1,040	5,650	3,035	1,047	139	1,431	4,720	1,745	2,506	464	60	1,500	17,920
Bexley	17,500	16,658	120	7	40	676	1,350	870	322	85	125	333	1,820	677	889	253	200	340	22,640
Brent	9,480	8,397	165	7	24	882	2,160	2,650	950	707	178	817	5,750	2,562	2,554	629	80	460	20,960
Bromley	5,550	3,928	217	13	6	1,390	1,260	5,170	2,687	1,268	124	1,093	3,460	1,123	2,127	211	70	2,030	17,700
Croydon	11,670	6,678	266	x	19	4,701	1,960	1,840	593	194	506	546	5,010	1,594	3,049	365	150	1,090	22,240
Ealing	7,270	6,180	132	7	13	941	1,210	1,380	377	204	163	634	3,690	708	2,620	363	190	490	14,430
Enfield	2,990	2,232	230	17	0	506	710	4,240	2,086	401	91	1,660	1,590	510	895	180	70	300	9,970
Greenwich	13,720	13,034	73	x	x	603	580	510	207	108	52	143	1,300	233	855	214	80	90	16,660
Harrow	10,670	9,718	109	22	19	797	1,260	3,840	2,429	508	247	660	1,640	434	1,078	129	40	840	18,530
Havering	6,330	4,664	209	16	18	1,421	1,210	5,190	3,071	1,338	161	618	1,910	389	1,393	131	60	1,590	16,560
Hillingdon	6,250	5,475	83	x	x	685	690	1,880	511	269	68	1,029	410	67	272	69	160	450	9,960
Hounslow	4,310	3,409	116	6	13	767	680	1,460	207	484	122	643	1,790	570	935	289	50	230	8,550
Kingston upon Thames	6,890	5,438	140	5	22	1,287	1,310	9,590	3,610	2,828	1,424	1,724	3,100	1,062	1,653	381	150	300	21,620
Merton	4,920	4,341	32	5	0	546	630	490	136	64	54	234	340	100	184	58	40	140	6,650
Redbridge	11,710	10,908	155	x	8	637	1,140	2,170	758	295	94	1,018	1,080	271	674	132	200	280	16,780
Richmond upon Thames	5,760	3,798	92	6	41	1,825	1,340	3,530	491	2,089	298	650	3,350	1,482	1,377	494	70	360	14,550
Sutton	160,440	133,250	2,900	170	310	23,820	21,750	56,580	24,180	12,970	4,610	14,820	49,410	14,770	29,500	5,140	2,400	12,760	310,060
Waltham Forest	7,520	6,602	37	x	12	870	660	1,690	357	557	498	277	2,820	466	2,106	246	40	170	13,010

Source: School Census 2010 (as at January 2010)

STATISTICAL APPENDIX 2 – PUPILS BY LANGUAGE

Table V - Maintained Primary Schools, Pupils whose First Language is other than English (2004-2010)

	2004		2007		2010	
	#	%	#	%	#	%
ENGLAND	377,700	11.0%	447,650	13.5%	518,020	16.0%
LONDON	175,300	36.0%	197,270	40.7%	218,150	44.6%
INNER LONDON	87,800	50.3%	92,350	53.4%	95,110	54.8%
Camden	4,700	53.4%	5,059	57.9%	5,400	61.4%
City of London	..	...	..	...	122	67.8%
Hackney	7,300	54.1%	7,312	54.0%	7,314	54.7%
Hammersmith and Fulham	3,000	41.1%	3,277	45.2%	3,517	48.2%
Haringey	8,600	51.5%	8,783	53.3%	8,834	53.2%
Islington	4,600	40.4%	4,481	41.2%	4,485	42.9%
Kensington and Chelsea	2,700	49.1%	2,912	53.1%	2,978	55.1%
Lambeth	6,800	45.0%	7,093	46.6%	7,621	48.6%
Lewisham	5,000	29.4%	5,506	33.0%	5,178	31.5%
Newham	15,900	67.9%	16,698	72.1%	17,312	73.9%
Southwark	7,100	39.2%	7,260	42.0%	7,019	42.0%
Tower Hamlets	12,200	73.9%	12,764	76.1%	13,484	77.9%
Wandsworth	4,500	34.9%	5,348	40.8%	5,727	43.4%
Westminster	5,600	67.5%	5,856	69.1%	6,122	71.2%
OUTER LONDON	87,500	28.0%	104,920	33.7%	123,030	39.0%
Barking and Dagenham	2,400	17.0%	3,968	28.0%	6,046	40.8%
Barnet	7,100	34.6%	8,178	40.3%	8,848	42.9%
Bexley	1,300	7.7%	1,482	8.9%	1,911	12.1%
Brent	9,400	53.1%	10,857	60.5%	12,168	65.3%
Bromley	1,100	5.4%	1,336	6.7%	1,655	8.4%
Croydon	4,600	19.1%	5,588	23.9%	6,577	28.7%
Ealing	9,900	49.7%	11,176	56.0%	12,336	60.3%
Enfield	7,600	35.5%	9,027	41.4%	10,577	47.1%
Greenwich	4,400	27.3%	5,125	32.6%	5,911	37.4%
Harrow	7,000	43.2%	8,179	50.8%	8,772	54.7%
Havering	600	3.6%	887	5.6%	1,355	8.7%
Hillingdon	4,300	23.6%	5,557	30.4%	7,252	38.8%
Hounslow	6,500	45.1%	7,288	50.6%	8,286	56.8%
Kingston upon Thames	1,800	20.9%	2,229	24.8%	2,723	29.6%
Merton	2,700	25.7%	3,364	31.1%	4,263	37.9%
Redbridge	8,300	45.1%	9,925	53.0%	11,839	59.4%
Richmond upon Thames	1,300	13.0%	1,683	16.2%	2,015	18.4%
Sutton	1,000	8.4%	1,530	13.3%	2,082	18.2%
Waltham Forest	6,300	37.7%	7,545	45.7%	8,417	50.7%

Source: School Census 2004, 2007, 2010

Table VI - Maintained Secondary Schools, Pupils whose First Language is other than English (2004-2010)

	2004		2007		2010	
	#	%	#	%	#	%
ENGLAND	300,800	9.1%	342,140	10.5%	378,220	11.6%
LONDON	132,300	31.5%	147,160	35.3%	163,210	36.3%
INNER LONDON	56,700	45.0%	60,860	49.3%	67,360	48.1%
Camden	3,700	38.1%	4,515	45.3%	4,606	46.6%
City of London	...	...	...	...	...	...
Hackney	3,600	48.6%	3,286	49.8%	3,744	43.8%
Hammersmith and Fulham	2,500	34.7%	2,346	38.9%	2,955	41.9%
Haringey	5,300	46.9%	5,368	45.2%	6,070	46.0%
Islington	3,500	44.3%	3,863	48.6%	3,694	46.9%
Kensington and Chelsea	1,500	42.9%	1,599	45.6%	1,771	49.2%
Lambeth	2,900	37.2%	3,486	42.5%	3,702	38.0%
Lewisham	2,700	23.3%	3,173	28.6%	3,410	24.6%
Newham	10,700	59.1%	11,982	65.5%	11,794	65.6%
Southwark	4,200	42.0%	3,855	46.3%	5,342	41.0%
Tower Hamlets	7,900	61.2%	9,936	68.7%	10,395	70.3%
Wandsworth	3,400	33.0%	3,955	37.8%	4,539	39.5%
Westminster	4,700	56.0%	3,497	52.2%	5,342	60.2%
OUTER LONDON	75,700	25.7%	86,300	29.4%	95,850	30.9%
Barking and Dagenham	2,700	22.3%	2,401	19.1%	3,785	29.1%
Barnet	6,900	32.5%	7,246	37.2%	8,356	38.8%
Bexley	1,400	7.8%	1,837	10.0%	2,095	10.6%
Brent	8,300	52.2%	8,917	53.7%	8,835	49.3%
Bromley	1,300	5.9%	1,963	8.8%	1,361	6.0%
Croydon	3,200	17.1%	3,626	19.6%	4,023	19.2%
Ealing	7,300	48.7%	7,359	47.9%	8,630	48.8%
Enfield	6,800	31.5%	8,124	36.6%	8,093	36.4%
Greenwich	3,500	24.3%	4,995	34.6%	4,857	33.7%
Harrow	3,800	41.8%	4,119	45.3%	4,750	47.6%
Havering	600	3.6%	706	4.3%	953	5.7%
Hillingdon	3,800	21.3%	4,604	26.9%	5,527	29.8%
Hounslow	7,200	43.1%	8,767	52.5%	8,967	54.1%
Kingston upon Thames	1,700	18.3%	2,222	23.0%	2,508	25.2%
Merton	1,800	20.9%	1,699	23.7%	2,611	30.5%
Redbridge	8,700	43.5%	9,789	46.6%	11,009	50.9%
Richmond upon Thames	800	10.8%	1,158	16.2%	1,202	18.1%
Sutton	1,600	10.2%	2,050	12.5%	2,407	14.3%
Waltham Forest	4,300	30.9%	4,717	35.6%	5,879	40.4%

Source: School Census 2004, 2007, 2010

Table VII a – London 2010, Primary Schools. Main reported language of pupils.

	English		Other than English		All pupils
	#	%	#	%	
ENGLAND	518,020	16.0	2,707,240	83.8	3,230,090
LONDON	218,150	44.6	269,580	55.1	489,180
INNER LONDON	95,110	54.8	77,840	44.9	173,530
Camden	5,400	61.4	3,395	38.6	8,800
City of London	122	69.7	44	25.1	180
Hackney	7,314	54.7	6,009	44.9	13,380
Hammersmith and Fulham	3,517	48.2	3,774	51.7	7,290
Haringey	8,834	53.2	7,723	46.5	16,590
Islington	4,485	42.9	5,964	57.0	10,460
Kensington and Chelsea	2,978	55.2	2,419	44.8	5,400
Lambeth	7,621	48.6	8,039	51.3	15,680
Lewisham	5,178	31.5	11,102	67.5	16,450
Newham	17,312	73.9	6,013	25.7	23,440
Southwark	7,019	42.0	9,589	57.4	16,710
Tower Hamlets	13,484	77.8	3,815	22.0	17,320
Wandsworth	5,727	43.3	7,478	56.6	13,210
Westminster	6,122	71.2	2,477	28.8	8,600
OUTER LONDON	123,030	39.0	191,740	60.7	315,650
Barking and Dagenham	6,046	40.8	8,710	58.7	14,830
Barnet	8,848	42.9	11,750	56.9	20,640
Bexley	1,911	12.1	13,911	87.8	15,850
Brent	12,168	65.3	6,424	34.5	18,630
Bromley	1,655	8.4	17,992	91.2	19,730
Croydon	6,577	28.7	16,301	71.1	22,930
Ealing	12,336	60.3	8,101	39.6	20,450
Enfield	10,577	47.1	11,779	52.5	22,440
Greenwich	5,911	37.4	9,860	62.4	15,800
Harrow	8,772	54.7	7,201	44.9	16,040
Havering	1,355	8.7	14,240	90.9	15,660
Hillingdon	7,252	38.8	11,431	61.1	18,710
Hounslow	8,286	56.8	6,211	42.6	14,590
Kingston upon Thames	2,723	29.6	6,471	70.3	9,200
Merton	4,263	37.8	6,994	62.1	11,260
Redbridge	11,839	59.4	8,062	40.5	19,920
Richmond upon Thames	2,015	18.4	8,942	81.6	10,960
Sutton	2,082	18.3	9,315	81.7	11,410
Waltham Forest	8,417	50.7	8,043	48.4	16,610

Source: School Census 2010 (as at January 2010)

Table VII b – London 2010, Secondary Schools. Main reported language of pupils.

	English		Other than English		All pupils
	#	%	#	%	
ENGLAND (6)	378,220	11.6	2,856,590	87.9	3,248,960
LONDON (6)	163,210	36.3	281,510	62.6	450,000
INNER LONDON (6)	67,360	48.1	71,200	50.9	139,940
Camden	4,606	46.6	5,248	53.1	9,890
City of London	.	.	.	.	.
Hackney	3,744	43.8	4,358	51.0	8,550
Hammersmith and Fulham	2,955	41.9	4,063	57.6	7,050
Haringey	6,070	46.0	7,117	53.9	13,210
Islington	3,694	46.9	4,172	52.9	7,880
Kensington and Chelsea	1,771	49.2	1,825	50.8	3,600
Lambeth	3,702	38.0	6,034	61.9	9,750
Lewisham	3,410	24.6	10,263	74.0	13,870
Newham	11,794	65.6	6,034	33.6	17,970
Southwark	5,342	41.0	7,494	57.5	13,030
Tower Hamlets	10,395	70.3	4,241	28.7	14,780
Wandsworth	4,539	39.5	6,863	59.7	11,490
Westminster	5,342	60.2	3,489	39.3	8,870
OUTER LONDON (6)	95,850	30.9	210,310	67.8	310,060
Barking and Dagenham	3,785	29.1	9,222	70.9	13,010
Barnet	8,356	38.8	13,060	60.7	21,520
Bexley	2,095	10.6	17,447	88.0	19,820
Brent	8,835	49.3	8,898	49.7	17,920
Bromley	1,361	6.0	20,607	91.0	22,640
Croydon	4,023	19.2	15,601	74.4	20,960
Ealing	8,630	48.8	9,064	51.2	17,700
Enfield	8,093	36.4	13,819	62.1	22,240
Greenwich	4,857	33.7	9,314	64.6	14,430
Harrow	4,750	47.7	5,155	51.7	9,970
Havering	953	5.7	15,628	93.8	16,660
Hillingdon	5,527	29.8	12,958	69.9	18,530
Hounslow	8,967	54.1	7,515	45.4	16,560
Kingston upon Thames	2,508	25.2	7,346	73.8	9,960
Merton	2,611	30.5	5,908	69.1	8,550
Redbridge	11,009	50.9	10,435	48.3	21,620
Richmond upon Thames	1,202	18.1	5,444	81.9	6,650
Sutton	2,407	14.3	14,306	85.3	16,780
Waltham Forest	5,879	40.4	8,580	59.0	14,550

Source: School Census 2010 (as at January 2010)